DOCUMENT RESUME

ED 145 149 08 CE 012 788

AUTHOR Burkhardt, Carolyn; And Others
TITLE Involving Significant Others in Career Planning: A Counselor's Handbook. Research and Development Series No. 128.
INSTITUTION Ohio State Univ., Columbus. Center for Vocational Education.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
PUB DATE Jul 77
CONTRACT NE-C-00-3-0079
NOTE 43p.
AVAILABLE FROM Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio (RD 128, $3.25)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Career Choice; Career Education; *Career Planning; Community Influence; *Community Involvement; Counselor Role; *Decision Making; Educational Strategies; Guidance Programs; High School Students; Information Dissemination; Motivation Techniques; Occupational Guidance; Parent Influence; *Parent Participation; Program Development; Publicize; Resource Materials; Secondary Education; Teacher Influence; *Teacher Participation

ABSTRACT

Strategies counselors can use to involve "significant others" (persons who have an important influence on the career plans of students, e.g., parents, peers, and relatives) in high school career guidance programs are offered in this handbook. Content is presented in three main sections: (1) a brief, nontechnical section summarizing how significant others outside the school help to influence students' career plans; emphasis is also on the overall societal context within which the process of significant others influence operates; (2) discussions of strategies that school personnel may use to incorporate significant others into the career guidance program, e.g., methods for identifying individual students' significant others, and suggestions for using communication media for involving significant others in career planning; and (3) an outline of the elements that may be included in a student career planning file, such as aptitudes and interests inventories, employment opportunities, and preparation requirements. An annotated list of resource materials and an open-ended attitudinal questionnaire (concerning the student's feelings about career plans) are appended. (TA)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED145149

Research and Development Series No. 128

INVOLVING SIGNIFICANT OTHERS IN CAREER PLANNING: A COUNSELOR'S HANDBOOK

Carolyn Burkhardt
Sandra R. Orletsky
H. Lawrence Hotchkiss
Cheryl Meredith Lowry
Evans W. Curry
Robert E. Campbell

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

July 1977

CE 012 788

A Report on a Project Conducted
Under Contract
No. NE-C-00-3-0079

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to freely express their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official National Institute of Education position or policy.

U.S. Department Of
Health, Education and Welfare

Education and Work Group
National Institute of Education

THE CENTER MISSION STATEMENT

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

FOREWORD

Our nation's educational institutions are continually seeking new approaches to improve the delivery of career planning assistance to their students. Sound career planning requires the integration of information from many sources, e.g., job requirements, training costs, and personal attributes. Too often, subtle but highly influential factors are overlooked in the traditional career planning process. Research has demonstrated that one of these is the role of "significant others." "Significant others" are those who have an important influence on the lives and career plans of young people, such as parents, public idols, teachers, counselors, and peers.

For the past several years, The Center, in cooperation with the Bureau of Occupational and Adult Education, U.S. Office of Education, and the Education and Work Group of the National Institute of Education, has pioneered in research on the influence of "significant others" in career planning, primarily focused on minority youth. The research has produced a series of monographs which are listed on the back cover. This particular monograph is unique in that it represents one of the first attempts to alert counselors and other professionals to the potential application of significant other research to everyday practice. Hence, it suggests a new approach which we hope you will find useful.

The Center extends sincere appreciation to those who have contributed to the development of this monograph. These include, Ms. Carolyn Burkhardt, Ms. Sandra R. Orletsky (now with the Appalachia Educational Laboratory, Charleston, WV), Dr. H. Lawrence Hotchkiss, Ms. Cheryl M.

Lowry, Dr. Evans W. Curry (now with the Department of Sociology, Texas Technical University, Lubbock, Texas), and Dr. Robert E. Campbell.

Additional thanks are due to Ms. Nancy L. Robinson for her clerical preparation of the monograph.

Robert E. Taylor
Director
Center for Vocational Education

TABLE OF CONTENTS

	Page
Introduction	1
Why Involve Significant Others?	3
The Impact of Significant Others on Career Planning: Case Illustrations	4
Significant Other Linkages in the Community	8
How to Involve Significant Others	11
Publicize the Importance of Significant Others	14
Publicize and Disseminate Career Information	15
Use Resource Persons	19
Plan Joint Counseling Sessions Among Counselors, Students, and Significant Others	20
Develop Student Career Planning Files	22
Summary	23
References	24
Appendix	28

INTRODUCTION

The term "significant others" refers to persons who have an important influence on the career plans of young people, e.g., parents, peers, and relatives. The major goal is to suggest strategies counselors can use to involve their students' significant others in high school career guidance programs. To teachers, counselors, and school administrators, this goal implies three main objectives. First, the handbook presents a brief, nontechnical summary of how significant others outside the school help to influence students' career plans. Also included is an emphasis on the overall societal context within which the process of significant other influence operates. Second, strategies that school personnel may use to incorporate significant others into the career guidance program are discussed. These discussions include methods for identifying individual students' significant others, and suggestions for using communication media for involving significant others in career planning. Third, an outline of the elements that may be included in a career planning file are suggested.

Counselors should bear in mind that the strategies suggested on the following pages have not all been field tested and that the research base from which the methods are suggested is limited. Few longitudinal studies have followed children through school to build a full picture of the developmental process. However, there is sufficient information to draw preliminary conclusions and to suggest implications for counselors. Those deciding to implement these strategies are advised to carefully monitor and evaluate them. The strat-

egies that appear here are not the only useful techniques for involving significant others in school career guidance programs, and it is hoped that this handbook will sensitize counselors to the concept of significant others so that they will be able to think of additional ways to take advantage of what people outside the school have to offer to the career planning process.

Why Involve Significant Others?

Significant others are involved in career planning for two major reasons. First, significant others play a crucial role in determining one's career fate. Second, significant others potentially represent a key linkage within the educational community. The following pages discuss each of these roles.

THE IMPACT OF SIGNIFICANT OTHERS ON CAREER PLANNING: CASE ILLUSTRATIONS

-- As a young girl, Carrol developed a fascination for pottery making, painting, and simple sculpturing through school art classes and summer recreation programs. She hoped to attend college as an art major, but her mother felt she should get married and rear a family. Soon after high school, Carrol married her high school "steady," had two children by age 23, and was divorced two years later. Today, she struggles to support her son and daughter while attempting to earn a college degree in art education.

-- For as long as he could remember, Carl was set to become a doctor. By his junior year in high school his parents began to investigate the requirements for becoming a physician. Realizing that the competition is even more acute than they had formerly understood, Carl's mother and father began to encourage him to consider other occupations also. As a senior in high school, Carl now believes that several lines of work might prove interesting and useful, including veterinary science, nursing, college or secondary teaching in biology or chemistry, as well as physician. He still hopes to become a doctor, but is actively exploring a range of other options and keeping an open mind.

-- Jerry had never given much thought to the kind of work he wanted to do. After leaving high school he worked in several low-paying jobs for short times interspersed with periods of unemployment. Finally, Jerry went to work for his older brother, who was struggling to turn a profit running a pizza house. Gradually, Jerry began to help his brother with the bookkeeping. He found maintaining the financial records to be satisfying and discovered that he had a talent for keeping the records and recalling details of business transactions. Today Jerry and his brother are partners in the business. Jerry handles business dealings; his brother is the chef and oversees day-to-day operation of the business.

-- Barbara had always figured she would get married and have children after working as a secretary for a few years following high school. Her high school course work contained many courses in home economics and business. As a junior, Barbara began dating a boy with a compulsive interest in fixing up his old jalopy. Barbara began helping with the mechanical work, at first by hanging around and passing a few wrenches under the car, etc. She gradually became more involved in the work and developed a knack for diagnosing and fixing malfunctions. As a senior, Barbara decided to take a course in auto mechanics and is now considering trying to find work in auto repair after graduation.

Although these vignettes are fictional, the actions of Carrol's mother, Carl's parents, Jerry's brother, and Barbara's boyfriend illustrate how people outside the school system exercise critical influence on the career decisions of young people. As highlighted by the stories, these decisions hold important consequences over several years for the individuals involved as well as for society in general. Yet, very often these decisions are made haphazardly, simply because those influencing students do not have adequate information about careers. While parents are most often the individuals selected by high school students as significant others, they are by no means the only persons to influence the amount of education, type of education, and occupational choice of youth. Significant others exercising influence on the career decisions of students may also be peers, neighbors, employers, and friends whom students respect and admire -- people who seldom have the career information so readily available to counselors. However, counselors are much less likely to be selected by students as their significant others.

Significant others, regardless of the inadequacy of their career planning information, continue to influence students. The counselor ought to consider better educating those who <u>are</u> influential. That effort should begin with a look at what research has to say about significant others.

What Research Tells Us*

Research suggests that many young adults all over the country experience an extended period of floundering after leaving school and frequently select educational options and occupations without using all the information that is available. National surveys have shown that high school students do not feel that they receive adequate career guidance. When asked to indicate persons who have influenced their career plans, students typically list about ten individuals. Persons listed generally include parents, peers, relatives other than parents, famous personalities, teachers, and counselors are sometimes mentioned. Only a small proportion are teachers or counselors.

Major research findings about the role of significant others in career planning can be summarized as follows:

* The children of parents of high occupational and educational achievement tend to get more education and better jobs than do the children of parents of low achievement. This is true even when the children are of equal intellectual ability as indicated by IQ.

* Parents' educational and occupational status operate most strongly to influence the level of education achieved by their children. The children's education, in turn, exercises a strong influence on the level of occupation they achieve.

* Children from high achievement homes tend to be exposed to nonparental significant others such as brothers, sisters, uncles, aunts, and peers who expect relatively high achievement from them.

---

*State University, 1977; A.O. Haller and A. Portes, "Status Attainment Processes," *Sociology of Education*, Vol. 47, Winter, 1973; W. Sewell, A.O. Haller, and A. Portes, "The Educational and Early Occupational Attainment Process," *The American Sociological Review*, Vol. 34, February, 1969; W. Sewell, A.O. Haller, and G.W. Ohlendorf, "The Educa-

* Parents with high occupational and educational achievement tend to expect more from their children.

* Children appear to adjust their occupational and educational plans to match the expectations of their parents, relatives, and friends. The occupational and educational plans of youth are more closely associated with parents' occupational and educational expectations for the youth than with any other known factor.

* Even for persons with the same level of education, parents' status continue to exercise some influence on how good a job their children obtain.

This evidence suggests that significant others are important because of the direct influence they exert on students' career plans and because of the indirect influence they exercise by passing parental achievement levels on to the children.

Family status (achievement) and IQ are two of the important variables shaping the career achievement of youth. Schools can do little to change a students' family situation, and it is difficult, at best, to affect IQ. However, creative counselors can work to help students develop career plans in a thoughtful and informed environment. Theory suggests that significant others exercise a critical influence on the development of the self-concept during youth. Theory also suggests that career choice is heavily dependent on one's self-concept. Thus, by involving significant others in career guidance programs, a strong potential for improving career decisions can be generated.

---

*tional and Early Occupational Attainment Process: Replications and Revisions" *The American Sociological Review*, Vol. 35, December, 1970; and J. Woelfel and A.O. Haller, "Significant Others, The Self-Reflexive Act and the Attitude Formation Process," *The American Sociological Review*, Vol. 36, February, 1971.

SIGNIFICANT OTHER LINKAGES IN THE COMMUNITY

There are three interrelationships that appear to be important, or potentially important, in understanding and facilitating the career decisions of young people. The first relationship is the influence of significant others, particularly parents, on the career plans of youth. The second relationship is the relationship between the school and the community, particularly between the school and the parents of students. The third relationship is the relationship of the school and the student vis-a-vis formation of career plans. Specifically, that network in which a young person is potentially involved in making career decisions may be represented in Figure 1.

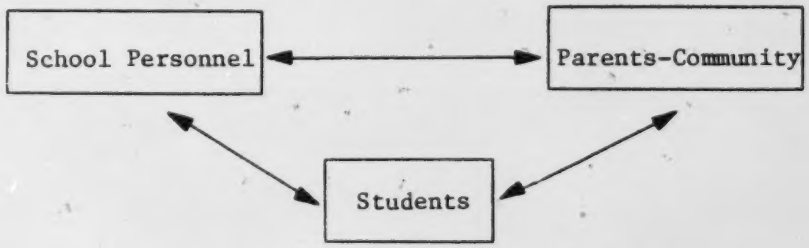

Figure 1. Schematic Representation of the Potential Communication Influence Network that Impacts on Young People's Career Decisions

Each of the two-headed arrows represents a communication linkage that helps to shape the career decisions of the youngster, either directly or indirectly. These linkages, or the lack of them, can affect career decisions.

At present, the only linkage that research shows is operating is the one from parent and community to student. The relationship between the school and the student, as it relates to career decisions, is generally nonexistent. In addition, the relationship between parents and the school is often superficial, despite the fact that the school is one of the major sources of career information that parents could share with their children. The school is not currently able to effectively convey career-related information to the student, either (1) directly, through school personnel who may be significant others, or (2) indirectly, through dissemination of career information to significant others outside the school (e.g., parents, peers, relatives). Apparently, schools have the information and significant others have the influence, and there is little interface between the two. This situation is represented schematically in Figure 2.

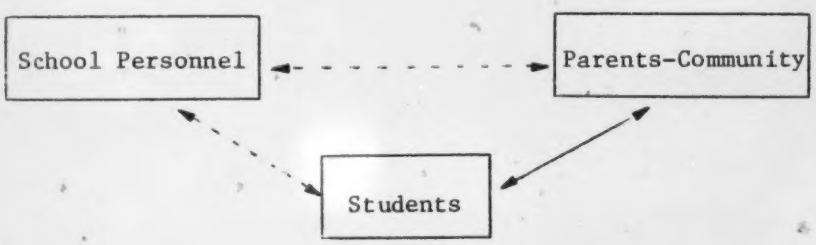

Figure 2. Schematic Representation of the Communication Influence Network that Currently Impacts on Young People's Career Decisions

Established communication

Potential communication

What are the implications of this situation for career planning? The research that has been conducted about significant others has not yet yielded information about what counselors can do to strengthen the linkage between school personnel and students, if, indeed, that is possible. But by pointing out how strong the linkage is between students and significant others (most often parents), the research indicates that perhaps counselors can best help students by increasing the career information available to those individuals already influencing them, thereby strenghtening the linkage between the school and the community.

How To Involve Significant Others

The remainder of this handbook suggests techniques to involve significant others in career guidance programs. The list of techniques suggested here is not exhaustive, but is intended to encourage each counselor to be as creative as possible in identifying opportunities to involve significant others in the career decisions of students. The techniques are divided into five major activities:

1. Publicize the importance of significant others
2. Publicize and disseminate career information
3. Use resource persons
4. Plan joint counseling sessions among counselors, students, and significant others, and
5. Develop student career planning files.

Unfortunately, some repetition among techniques is necessary since many of them are appropriate for use in more than one of the five activities. The chart on the next two pages outlines the techniques.

TECHNIQUES FOR INVOLVING SIGNIFICANT OTHERS

PUBLICIZE THE IMPORTANCE OF SIGNIFICANT OTHERS

- Use spot announcements on radio/TV
- Use press releases
- Make announcements at PTA and other organizations
- Ask local employers to post announcements

PUBLICIZE AND DISSEMINATE CAREER INFORMATION

- Send career information packets home with students
- Organize parent-teacher-significant other workshops
- Create a "career hot line" in the schools
- Use student newspaper
- Use yearbook advertisements
- Place periodic reminders in daily school announcements
- Hang posters
- Develop employability skills with students and significant others
  - Personal references
  - Interviewing for a job
  - Writing resumes
  - Adjusting to a new job
  - Looking for a job
  - Advancing in a job
- List names and addresses of major professional and trade associations and other associations
- List employment opportunities in the community and state
- Investigate preparation requirements
  - Training and schooling
  - Tools and equipment
  - Legal requirements
  - Unions
- Identify financial assistance
  - Type of aid
  - Repayment
  - Requirements
  - Application

(Continued on next page)

TECHNIQUES FOR INVOLVING SIGNIFICANT OTHERS (CONT.)

USE CAREER RESOURCE PERSONS

Use interviews with employers and state and local officials within the community regarding career opportunities
Organize speakers for classes related to careers

- Employment opportunities
- Preparation requirements
- Financial assistance available

Assign students to interview significant others about working conditions, educational experience, etc.

PLAN JOINT CAREER COUNSELING SESSIONS AMONG COUNSELORS, STUDENTS, AND SIGNIFICANT OTHERS

Use games and simulations relevant to career planning

- Phi Delta Kappa Needs Assessment game
- Los Angeles YWCA Vocational Readiness game
- When I Grow Up I Want to be Married game

Organize theme workshops for significant others and students

- Aptitudes and interests
- Employment opportunities
- Preparation requirements
- Financial assistance available

Form career clubs composed of students

DEVELOP STUDENT CAREER PLANNING FILES

Compile student career planning files

- Aptitude and interest inventories
- Employment opportunities
- Prepareation requirements

Complete "How Do I Feel About My Career" questions

PUBLICIZE THE IMPORTANCE OF SIGNIFICANT OTHERS

The first requirement for gaining cooperation from significant others is to publicize the importance of those individuals (especially parents) in the career planning of students. Several techniques may be used, including:

* *Spot announcements on radio and TV.* Since federal regulations require radio and television stations to broadcast a certain number of public service announcements, access to radio and TV time should be relatively simple.

* *Newspaper copy.* Provide brief information material to local newspapers. (For a thorough discussion of how to use newspaper, radio, and TV, see reference 8.)

* *Make announcements in existing school-community organizations such as PTA.*

* *Ask local employers to make announcements or distribute fliers to their employees.* Most businesses are eager to perform some public services in order to maintain a favorable image. Since career planning is so closely related to future jobs, employers have an added incentive to cooperate.

PUBLICIZE AND DISSEMINATE CAREER INFORMATION

One of the most important aspects of involving significant others in career guidance is to supply them information about educational opportunities, scholarships, and job conditions that they can pass on to students. It is not enough to keep the information on file; it must be placed within easy access of significant others. Some techniques that may help to place information in the hands of significant others are listed below.

* *Send career information packets home with students.*

* *Organize parent-teacher-significant other workshops.* The main purpose of the workshops would be to explore what information is needed and provide needed data to significant others.

  -- Personal references. Some students do not know that often they should have personal references in order to complete applications. Students should ask the persons they would like to use as references before they give their names to an employer.

  -- Interviewing for a job. Role playing this activity with peers and/or significant others is helpful for some students.

  -- Writing resumes. Resume writing is difficult for students since they often have little or no work experience. Students can learn to write about their interests and volunteer activities in such a way that can help an employer evaluate them. Significant others can be helpful in recalling work experiences with them and asking questions about job-related activities.

  -- Adjusting to a new job. This can be easier if significant others discuss adjustments they and fellow workers have made.

* *Create a "career hot line" in the school.* A separate telephone number could ring in a counselor's office. The counselor should have special knowledge of career planning data, have access to reference materials, and act as a resource person.

* *Publish articles in your student newspaper.* Current career activities, materials, and new information of interest to students probing career decisions should be identified.

* *Use yearbook advertisements.* Ads from local firms, technical schools, colleges, and placement services could be encouraged. Significant others might place ads from their firms.

* *Include career information periodically as a part of daily announcements.* Community activities related to career planning could be publicized to students.

* *Hang posters.* These posters can be used to announce career events, career club meetings, films, job openings, and career activities.

* *Develop employability skills with students and significant others.* Some students will already have some work experience from part-time jobs, but all can benefit from learning more about the activities related to finding a job and learning how best to present themselves during the interviews. Significant others have already mastered many of these skills and can be helpful and supportive while students are learning. The following activities, whenever possible, should be worked on with the significant others:

  -- Looking for a job. Most high school students will be entering the job market within the relatively near future. Therefore, they need to consider how to get their first job in occupations they have been considering. Can one apply directly to an employer? Will a union control job entrance? Will registration with employment agencies be of help? Must one save to acquire capital to open a business?

  -- Advancing in a job. Young people often fail to consider opportunities for advancement when making job choices. It will be helpful to find out about the levels of pay and prestige of the occupations being considered. How long does it take to advance between the various levels? What experience is required for each advancement? What additional training might be required? Also, what related occupations could provide an opportunity for advancement? Significant others may be willing to discuss the opportunities for, and barriers to, their own advancement.

* *List names and addresses of major professional and trade associations and other associations.* It would be useful to compile a list of places where employment of the type desired can be found. (For discussion of job entrance, see reference 26.) Encourage students to discuss this with significant others, especially when the significant other works at the same occupation in which the student is interested.

* *List employment opportunities.* It is essential to estimate employment opportunities in jobs that a student is considering. Are workers in demand today? Give evidence. Is employment expected to increase or decrease? Much or little? Why? The figures are available from The Job Information Service, organized and developed by the U.S. Employment Service in 1970 (reference 28). This source provides school counselors with up-to-date labor market data on their communities and supplies current listings of job openings. The information, when shared with significant others, provides another area of communication between the student and the significant other.

* *Investigate preparation requirements.*

  -- Training and schooling. A number of important questions about training and schooling arise. How much and what kind of preparation is required to meet legal requirements and employers' standards? What additional training would be desirable but not required? How long does the required training take? What costs can be expected? Is there any financial assistance available? What are the requirements necessary to receive financial aid? Where can one get a list of approved schools and the entrance requirements of the schools? What kind of high school or college program should precede entrance into a specialized school? What subjects should be chosen? What provisions, if any, are made for apprenticeship or any other training on the job? Is experience of any kind a prerequisite for entrance? If so, describe. (For some discussion of job qualifications, see reference 24.)

  -- Tools and equipment. Is it necessary for the worker to buy his/her own equipment as in the case of a dentist, mechanic, or photographer? If so, what is the average cost?

-- Legal requirements. Is there a license or certificate required such as those for lawyers, dental assistants, and electricians? Where and how does one find out about these requirements?

-- Unions. Is the closed union shop common or predominant? If there is a union, what are the requirements for entrance? Are there initiation fees or dues? If so, what is the average cost per year? Does the union limit the number of persons admitted? Does the union affect the apprenticeship programs? If so, how? Many significant others will have firsthand experience about these concerns and should be invited to speak if a convenient time can be arranged.

* *Identifying financial assistance.* It is important that students and significant others become fully aware of available financial assistance. There are few students with ability to continue their job preparation who could not get financial help, but there are still many who are not aware of the opportunities. Students and significant others should compile a list of all sources of financial aid available.

-- Type of aid. A number of types of financial aid are available, including scholarships, loans, work/study programs, and on-the-job training. The type of aid that might be of interest to an individual student will depend on that student's educational and occupational expectations, but no option should be eliminated too early.

-- Repayment. If the financial assistance comes in the form of a loan, it is important to inquire about interest rates, repayment schedules, and consequences of late payment or default. Be sure to find out what happens in case of injury or death to the recipient.

-- Requirements. Eligibility requirements should be carefully checked. Be sure to inquire about possible exceptions to the official requirements.

-- Application. Note when and how to apply for the money. School personnel can be helpful at this point, since applications are not only very confusing, but also very personal. Parents often need to be convinced that the information will be held in confidence, since they are likely to be reluctant to reveal some aspects of their financial status.

USE CAREER RESOURCE PERSONS

Persons in the community who are willing to spend time speaking to students, during a career day or as speakers for classes, can present valuable career information to the students. These speakers have up-to-date, firsthand experience that students should hear about but which counselors may not have. Students can often identify a significant other in their lives who would be interested in sharing information with an entire class, or students might request a personal interview and report the results to the class. Resource persons can be helpful with many of the suggested topics listed on pages 15 to 18.

PLAN JOINT CAREER COUNSELING SESSIONS AMONG COUNSELORS, STUDENTS, AND SIGNIFICANT OTHERS

This technique in itself is often considered appropriate for students preparing to enter high school, but is seldom used beyond that point. There are career games and simulations relevant to career planning that can be used effectively in these joint sessions. For instance, Phi Delta Kappa has completed a goal attainment game, entitled Phi Delta Kappa Needs Assessment (20), which can be used effectively with groups. The game uses markers and the students weigh their goals and values and then discuss them.

The California Advisory Commission on the Status of Women has designed a role playing game for adolescent girls called When I Grow Up I Want To Be Married (2). The purposes of the game are: (1) to give the players a greater awareness of the realities of women's lives, e.g., that most will have a family and a career; (2) to give the students an opportunity to deal with the effects of chance and its irreversible effects on their lives; and (3) to motivate students to adjust their present plans to avoid possible problems. Materials called a Vocational Readiness Program (29) have been designed jointly by the YWCA of Los Angeles, California, the U.S. Department of Labor, Women's Bureau, and the California Advisory Commission on the Status of Women. This program has been used in the public schools since 1971 and is similar in many ways to the When I Grow Up I Want To Be Married game. Both the game and the program have been designed for high school girls, although boys may also benefit from exposure to the materials. Minorities and

women may have needs that are different from White males who have known all their lives that they could select just about any occupation and work at it for the rest of their lives. Many high school women still make only very tentative career plans as they wait for marriage and a family. Convincing these students that they, too, can plan their work-lives may be one of the greatest contributions the counselor can make.

In addition to games and simulations used in joint sessions, real student problems and concerns could be used as a basis for workshops. The topics mentioned on pages 29 to 32 can also be presented and discussed in these joint sessions.

Career clubs composed of students can be used to role play decisions and are especially helpful for those students who seem not to get much support and encouragement from their parents. Although research demonstrates the great influence of parents in both educational expectation and occupational achievement, some students do not receive much encouragement from their parents, while others receive pressure from parents who insist on actually making career decisions for their children. It would be helpful if a creative counselor could locate a different significant other for students who are ignored by their parents or whose parents' influence is working at cross purposes to the student's skills and values.

DEVELOP STUDENT CAREER PLANNING FILES

A Career Planning File is another method of collecting necessary, helpful information such as that gleaned from interviews, guest speakers, tests, and resource persons. The resumes suggested earlier (on page 15) should also be in the file. The file information can be discussed with the significant other and the counselor as it is collected or when the entire set of forms is completed. It should be readily available to both the student and the significant other, if the student consents. The Appendix of this handbook contains a set of example items students can respond to that would be appropriate for inclusion in the file.

Additionally, a set of open-ended questions such as "How Do I Feel About My Career Plans?" (see Appendix) can help bring out students' feelings about themselves as it relates to career planning. The reader is free to modify these questions as needed.

SUMMARY

Involving significant others in a school's guidance program is a challenging and necessary process. It is necessary because research shows that it is usually significant others outside the school who most influence students' career plans, although such persons may not have adequate career information to share. It is challenging because very little attention has been paid to finding ways to involve significant others in a formal guidance program, to take advantage of their influence with students while making sure that the information they are sharing is current and of sufficient scope.

The authors of this handbook have tried to familiarize counselors with the concept of significant others and their relationships to the career planning process. The techniques included are not expected to be appropriate in every school with every student. Individual counselors will select those techniques that are most appropriate for their time and place. They will also be able to decide which techniques will meet with the most enthusiastic support from significant others.

In involving significant others, the emphasis should be on the flow of information to students from someone they respect and trust. Students need as much support as possible as they take the risks involved in making even tentative career decisions. While those decisions are only tentative, they help students move toward what they want from life. You and the significant others have a unique opportunity to help them make their lives satisfying to themselves and society.

REFERENCES

1. American Personnel and Guidance Association. "Current Career Literature," *The Vocational Guidance Quarterly*. Every issue includes a review of current career publications.

2. Banks, J.; Szymanski, C.; and Tobin, N. *Bibliographies of Career Related Materials*. Newton, Massachusetts: Education Development Center, Inc., 1975. Produced under a grant from the National Institute of Education, Department of Health, Education, and Welfare, the publication presents both a shelf collection list and a series of annotated bibliographies on selected topics in the collection.

3. California Advisory Commission on the Status of Women. *When I Grow Up I Want To Be Married*. Sacramento, California: California Advisory Commission on the Status of Women, 1975. A game designed to help high school girls realize that they are likely to have both a family and a career.

4. Campbell, R.E.; Suzuki, W.N.; Coatney, R.E.; and Shaltry, P.E., et al. *Career Planning Support System*. Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1977. This system provides a model for high schools to upgrade significantly career guidance services to students. The model consists of a complete installable package of strategies, tools, and information to assist school personnel in designing, implementing, and evaluating their own upgraded career guidance program.

5. Campbell, R.E.; Walz, G.R.; Miller, J.V.; and Kriger, S.F. *Career Guidance: A Handbook of Methods*. Columbus, Ohio: Charles E. Merrill Publishing Co., 1973. Describes over six hundred career guidance methods (current to 1973) that should open new vistas for the dedicated practitioner who is concerned with improving the guidance program.

6. Campbell, R.E.; Wynn, G.A.; and Ransom, R.M. *Coping in the World of Work: Practice in Problem Solving*. Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1977. An instructional unit designed to meet the deficit in viable techniques available to help students acquire coping skills that will facilitate their transition from school to work.

7. Crowell, S., editor. U.S. Commission on Civil Rights. *Civil Rights Digest*. Vol. 3, Spring, 1974. The commission was created to collect information, investigate complaints, appraise federal policy, serve as a national clearinghouse, and submit reports to the President and Congress concerning race, sex, religion, national origin, and color being used as discriminatory factors.

8. Disney, D. *Attracting Clients to Service Oriented Programs.* Newton, Massachusetts: Education Development Center, 1975. Includes much helpful information about contacting the media, as well as samples and suggestions, how well they worked, or didn't work, and why.

9. Ginzberg, E.; Vincent, B.; Hamilton, G.; Herma, J.; and Yohalem, A. *The Middle Class Negro in the White Man's World.* New York: Columbia University Press, 1967. Interviews with Black males discussing their attitudes about college, jobs, and being a minority in today's world as compared to their fathers'.

10. Havelock, R.G. *The Change Agent's Guide to Innovative Education.* Englewood Cliffs, New Jersey: Educational Technology Publications, Inc., 1973. Suggestions for working with a variety of change agents in different kinds of environments.

11. Hoppock, R. *Occupational Information: Where to Get it and How to Use it in Counseling and in Teaching.* 3rd ed. New York: McGraw-Hill Book Co., 1967. A textbook on the nature and use of occupational information aimed at those who can help students make a more informed career decision.

12. Johnson, W.L. *Directory of Special Programs for Minority Group Members: Career Information Services, Employment Skills Banks, Financial Aid Sources.* 2nd ed. Garrett Park, Maryland: The Garrett Park Press, 1975. List of over 1,340 organizations with addresses and the kinds of help provided.

13. Lloyd, C.B. *Sex Discrimination and the Division of Labor.* New York: Columbia University Press, 1975. A collection of essays based on research often found only in professional journals. The research has broad ethnic and social relevance which is needed in the light of the increase in the number of women in the labor force and the women's liberation movement.

14. Miller, J.V.; and Leonard, G.E. *Career Guidance Practices for Disadvantaged Youth.* Washington, D.C.: National Vocational Guidance Association, 1974. Describes the purposes, practices, and personnel that could and should become involved in working with special needs of minority students.

15. Mitchell, J. *I Can Be Anything.* New York: College Entrance Examination Board, 1975. Includes the occupational experiences of several women and specifics about the training required for their jobs. The book includes jobs not usually held by women.

16. Norton, J.L., editor. *On the Job.* Chicago: J.G. Ferguson Publishing Company, 1970. A collection of worker's comments about their jobs and their home life from a weekly diary. There are about 65 occupations described.

17. Prediger, D.J.; Roth, J.D.; and Noeth, R.J. *Nationwide Study of Student Career Development: Summary of Results.* Research Report #61. Iowa City, Iowa: The Research and Development Division, the ACT Program, 1973. Focuses on the more salient findings of the study with the results presented in terms of what students say, do, and know about career development. A major finding is the sharp contrast between the need for help with career planning and the help students have been receiving.

18. Ross, S.C. *The Rights of Women. An American Civil Liberties Handbook.* New York: Avon Books, 1973. An easy to read guide on the rights of women under the present laws and how to protect these rights. In question-and-answer form, the author helps identify discrimination and tells what to do about it. The appendices list several sources of groups who can help and give some localized information about the laws.

19. Ryan, C.W. "Career Development: Cooperation is Catching On." *American Vocational Journal,* Vol. 48, No. 8, 1973, pp. 36-38.

20. Phi Delta Kappa. *Phi Delta Kappa Needs Assessment.* Bloomington, Indiana: Commission on Educational Planning, Phi Delta Kappa, 1975. A goal attainment game.

21. Vetter, L.; Lowry, C.M.; and Burkhardt, C.M. *Sugar and Spice Is Not the Answer: A Parent Handbook on the Career Implications of Sex Stereotyping.* Columbus, Ohio: The Center for Vocational Education, The Ohio State University, forthcoming. Information about the effects of sex bias on careers and career choice. Includes techniques for counteracting those effects.

22. Vontress, C. *Counseling Negroes.* Guidance Monograph Series (Series VI): Minority Groups and Guidance. Boston: Houghton Mifflin Co., 1971. Offers astute observations on the Black-White and the Black-Black counselor relationship and on the process and procedures of counseling. The author draws conclusions that he believes should influence counseling provided Black people.

23. Wilson, B.L.; Shaw, M.; and Nero, J. *Developing Career-Related Materials for Use with and by Adults.* Newton, Massachusetts: Education Development Center, 1971. Material produced under a grant from the National Institute of Education, Department of Health, Education, and Welfare. The item includes several suggestions for the collection of resource material.

24. Wolfbein, S. *Occupational Information*. New York: Random House, Inc., 1968. Focuses on the substantive information as it relates to universal values, trends, and principles which ought to be in the core of counselors' knowledge.

25. U.S. Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Handbook*. Washington, D.C.: U.S. Government Printing Office. Updated every two years, this handbook contains over 850 job descriptions. "Sources of Additional Information" is part of each description. Between editions, the occupational descriptions are updated in the magazine *Occupational Outlook Quarterly*.

26. U.S. Department of Labor, Manpower Administration. *Dictionary of Occupational Titles*. Current edition. Washington, D.C.: U.S. Government Printing Office. Lists separate occupations and alternate job titles, short definitions for jobs, and what gets done, how, and why. Functions performed by the worker in relation to data, people, and things are included.

27. U.S. Department of Labor, Manpower Administration. *Index to Publications of the Manpower Administration*. January 1970 through June 1975. Washington, D.C.: U.S. Department of Labor, Manpower Administration, 1975.

28. U.S. Employment Services, The Job Information Service. Organized by the U.S. Employment Services in 1970, provides school counselors with up-to-date labor market statistics on their communities and supplies the listings of current job openings. For further information contact Mary Archers, U.S. Employment Service, Manpower Administration, U.S. Department of Labor, Washington, D.C. 20210.

29. Young Women's Christian Association. *Vocational Readiness Program*. Los Angeles, California: YWCA, 1973.

APPENDIX

The appendix contains two techniques for helping students develop Career Planning Files as described on page 22. The first is a career planning information outline, and the second is an open-ended attitudinal questionnaire entitled, "How Do I Feel About My Career Plans?"

CAREER PLANNING INFORMATION

Aptitudes and Interests

List here any aptitudes in which you must be better than average in order to do satisfactory work in the occupation you are considering, and/or aptitudes necessary to complete job training (for example, mechanical aptitude, clerical aptitude, scholastic aptitude, finger dexterity, pitch discrimination, reaction time).

List here the names of any tests you have taken to measure these aptitudes, the results of the tests, and any other evidence of the aptitudes you possess.

Employment Opportunities

List here information about trends in employment opportunities. Reliable facts may be difficult to acquire, but an effort should be made, nevertheless.

List here your reaction to the implications of the facts you have compiled.

List today's demand for workers.

Is employment in the occupation you are considering expected to increase or decrease in your community?

_____ _____

_____ _____

_____ _____

List places where this kind of employment can be located.

_____ _____

_____ _____

_____ _____

Earnings

List here how much money you think you could earn in the occupation. Be sure this figure is based on systematically collected data.

First year $_____

After five years $_____

Peak earnings $_____

List here how much money you think you would have to earn in order to feel that you were doing about as well as you have a right to expect.

First year $_____

After five years $_____

Peak earnings $_____

Physical Requirements

List here any physical requirements that you must meet in order to enter the occupation (for example, height, weight, 20/20 vision, freedom from color blindness).

_____ _____

_____ _____

List here any of these requirements that you think you might find difficult to meet.

Preparation

List here the number of years of high school and college training that you must have to enter the occupation.

List here the number of years of high school and college training that you think you have the ability, the money, and the desire to obtain.

Other Requirements

List here any requirements that you must meet in order to enter the occupation (for example, license requirements, examinations, union membership).

List here those requirements that you think you might find difficult to meet.

Job Satisfaction

List here the things that several persons now working in the occupation say they like best and dislike about the work.

List here your reactions to these features of the job.

Miscellaneous

List here any other important features of the job.	List here your reactions to these features of the job.
_____	_____
_____	_____
_____	_____

Tentative Decision

Go back to the preceding list and note the most important advantages and disadvantages of the job being considered. Then think about the choice and pretend that a decision must be made right away. Would you enter this occupation? There is no need to feel bound by a tentative decision, but the process of constructing the decision can be useful in helping to develop carefully thought-out career planning.

The ideas in this section are drawn from Robert Hoppock, *Occupational Information*, 3rd ed., New York: McGraw-Hill Book Company, 1967.

HOW DO I FEEL ABOUT MY CAREER PLANS?

This activity is planned to help you think about yourself and your career. There are no wrong answers. Simply write the first thought that comes to mind after each phrase. After completing this activity, share your feelings with your parents, relatives, counselors, and/or friends.

1. The person who has influenced my career plans the most has been

_____

_____

_____

2. Sometimes my educational plans are _____

_____

_____

_____

3. My parents and I _____

_____

_____

_____

4. I would like to be just like _____

_____

_____

_____

5. When we discuss my career plans, we often _____

_____

_____

_____

6. My friends think I will (should) become _____

_____

_____

_____

7. Too many people tell me _____

_____

_____

_____

8. I wish I could discuss my career plans with _____

_____

_____

_____

9. _____ is my idol because _____

_____

_____

_____

10. Ten years from now, I'd like to _____

_____

_____

_____

11. No job is perfect, but I wish _____

_____

_____

_____

12. My mother thinks I should _____

_____

_____

_____

13. If my parents knew _____

_____

_____

_____

14. The counselors in my school _____

_____

_____

_____

OTHER PUBLICATIONS AND PRODUCTS OF
THE CAREER PLANNING SUPPORT SYSTEM

Career Planning Support System: Procedural Core

An innovative career guidance management system that provides step-by-step directions to plan, develop, implement, and evaluate career guidance programs that are compatible with student needs and available school and community resources. The core system includes a self instructional training guide and management handbook for the coordinator, a set of procedural guides, survey questionnaire masters, instructional materials, and audio-visual presentations.

Coping in the World of Work: Practice in Problem Solving

A career development instructional unit designed to assist individuals develop coping strategies to deal with work-entry and job adjustment problems. The unit includes an Instructor's Handbook, Students' Guide, Handout/Transparency Masters, and Filmstrip/Audio Cassette Programs.

Career Development for Women

"Sugar and Spice is Not the Answer: A Parent Handbook on the Career Implications of Sex Stereotyping," by Louise Vetter, Cheryl Meredith Lowry, and Carolyn M. Burkhardt.

"Career Patterns of a National Sample of Women," by Louise Vetter and David W. Stockburger.

"Career Materials: Implications for Women's Career Development," by Louise Vetter, David W. Stockburger, and Christine Brose.

Career Development for Minority Youth

"Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches," by J. Steven Picou, Evans W. Curry, and H. Lawrence Hotchkiss.

"Significant Other Influence and Career Decisions: Volume I, Black and White Male Urban Youth," by Evans W. Curry, J. Steven Picou, H. Lawrence Hotchkiss, Shirley Scritchfield, and John M. Stahura.

"Significant Other Influence and Career Decisions: Volume II, Black and White Female Urban Youth," by Evans W. Curry, H. Lawrence Hotchkiss, J. Steven Picou, John M. Stahura, Shirley Scritchfield, and Jerome Salomone.

For additional information or ordering instructions (prices and availability), contact:

The Center for Vocational Education
CVE Publications
1960 Kenny Road
Columbus, Ohio 43210
Tel: (614) 486-3655